Course Syllabus

English 100T.002: Transitional English—Winter 2015

Instructor: Katherine (Katie) Boswell

Office: Library 190-C

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Office Hours: Tuesdays, 8-9am

Class Location and Meeting Time:

- We will meet in the Library ARC: Writing Center every Wednesday beginning on January 14.

Course Outcomes:

A. Reading Comprehension
   1. Recognize implicitly stated main ideas in paragraphs and essays
   2. Show how details are related to the main idea
   3. Recognize unstated assumptions

B. Fluency
   1. Use precise vocabulary
   2. Write clear and meaningful sentences and paragraphs within essays, strategically placing elements to provide clarity, cohesion, and focus

C. Coherence
   1. Link sentences within paragraphs and paragraphs within essays, strategically placing elements to provide clarity, cohesion, and focus
   2. Distinguish between thesis statements and development (e.g. reasons, illustrations, examples, details)

D. Proofreading
   1. Include correct punctuation, mechanics, and spelling
   2. Follow grammar conventions appropriate for an academic audience

E. Process
   1. Describe your own writing process
   2. Edit your work and the work of other students
Textbooks: (Required)


- *Real Skills Interactive* is a workbook. You must purchase a new copy of this book.
- *Learning Curve* interactive software will be included when you buy *Real Skills Interactive*. You will use *Learning Curve* to complete your grammar homework.

Attendance Policy:

Students will be allowed no more than four absences. No more than four absences will be excused. Period. This means that if you miss more than four classes (one week), you will need to repeat the class.

- Can I make up work if I miss a class?
  - Papers: Yes. Five points will be deducted from the final score on the paper each day it is late. It is best to email the paper to me on the due-date if you are going to be absent the day a paper is due.
  - Quizzes: **No**. Do extra credit.
  - Grammar Practice: **No**. Do extra credit.
  - Library Assignment: **No**. Do extra credit.
  - Peer Reviews: **No**. Do extra credit.
  - Journal: Yes. Get the topic from Canvas and write the journal entry on your own time. Midterm and final journal checks will not be accepted late.
  - Reading Log: **No**. Do extra credit.

- What happens if a student has to miss a class for any reason?
  - You are expected to do extra credit to make up the points you miss. **Deadlines will not be extended**, and I will not re-teach the class just for you. You are expected to get class notes and assignments from a classmate or from the Canvas page.
  - Papers are still due on the assigned days, even if you have an excused absence. You should either email the paper to me or send it to class with a classmate. Not coming to class does not get you out of turning in a paper on time. If you don’t submit a paper on time, five points will be deducted from the total score on the paper for each day it is late.

- What happens if a student misses more than four classes?
  - The student will fail the class.

- What happens if a student arrives late to class?
  - Tardiness is unacceptable behavior. This class starts at 10:00 a.m., not 10:05 a.m. or 10:10 a.m. Every three instances of tardiness will be counted as one absence. If you are late, it is YOUR responsibility to see that I count you as present.
**ADA Statement:** Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning, discuss your concerns with the instructor. Students with disabilities should contact Disability Services to discuss a range of options to removing barriers in the course, including accommodations. DS is located in Bouillion 140. Call (509) 963-1202 or email ds@cwu.edu for more information.

**Inclusivity:** In my classroom, diversity is welcomed and celebrated. I will not tolerate any forms of prejudice or discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, or veteran status. We are here to learn in a climate of civility and mutual respect.

**Grading Procedures:**
- The main goal of English 100T is to prepare you for English 101. This class is graded on a Satisfactory (S)/Unsatisfactory (U) scale. To receive an S, you must earn at least 800 points (80%) out of the 1,000 points available for the course.
- If you do not submit a Compare-Contrast Essay, you will not pass the course, no matter how many points you have at the end of the quarter.

**Assignments:**
- Syllabus Quiz 15 points
- Reading Pop Quizzes (four) * 40 points (10 points each)
- Midterm Assessment 50 points
- Final Assessment 100 points
- Learning Curve Grammar Practice (eight) 40 points (5 points each)
- Peer/Self Reviews (seven) 70 points (10 points each)
- Reading Log (nine) 45 points (5 points each)
- Journal (daily) 40 points (20 points at midterm and 20 at final)
- Descriptive Paper 50 points
- Narrative Paper 100 points
- Rhetorical Analysis Draft 50 points
- Rhetorical Analysis Paper 100 points
- Categorization Paper 150 points
- Compare and Contrast Reflection Paper 150 points

Total: 1000 points  
*More pop quizzes may be added at the instructor’s discretion.*
Canvas:

- All assignments will be posted on Canvas. Hard copy printouts will not be provided. It is your responsibility to check Canvas regularly and download your assignments.
- It is your responsibility to print grading rubrics for all writing assignments. You must submit a rubric with each paper you submit.
- You can check your grade in the class at any time by looking at the Canvas grade book. I will update the scores at least once a week (usually on Friday).

Words of Warning:

Plagiarism is against the university’s academic honesty policy. Any egregious (purposeful) plagiarism will result in disciplinary action. You will fail the class. Your name will be submitted to the University Disciplinary Committee. Your permanent record will be flagged. You will have to attend an academic integrity workshop. If you are caught plagiarizing more than once while you are a student at CWU, you will be expelled from the university. Please refer to the University’s policies on academic dishonesty under Student Rights and Responsibilities on the CWU webpage.

Translation software is strictly prohibited in ENG 100T.

Cell phones, laptops, iPads, iPods, MP3 players, and other electronic devices are banned in this class. You won’t need them in class in order to be successful. If you are caught using any banned electronics during class, you will be asked to turn in the banned devices. You may reclaim them at the end of the class period. If you argue with me, you will be asked to leave, and you will be counted absent for the day.

- Let me know before class begins if you are expecting a phone call because of an emergency situation. Leave the room quietly to take the phone call. Return to class with as little distraction as possible.

Sleeping in class is prohibited. If you fall asleep in class, I will draw attention to you and let your classmates laugh at you.

Food and drink are allowed in class, but try to be reasonable about it, please. You may bring something to drink and a snack, but please don’t attempt to eat a full meal in class. Don’t bring anything so smelly that it will offend those sitting next to you (onions, sauerkraut, etc.).

Late papers will be accepted. However, five points will be deducted from the final grade on the paper for each day it is late.

- The Compare-Contrast paper cannot be submitted late. The final journal cannot be submitted late. All course work must be completed by the final assessment. No exceptions.
Academic and Research Commons (ARC): Learning Commons, Writing Center

Office Hours: 11:00 a.m.-9:00 p.m., Monday-Thursday; 11:00 a.m.-5:00 p.m. Friday
2:00-4:00 p.m. Sunday

Location: Library 190-C

Contact Information: (509) 963-1270  umwdesk@cwu.edu

Extra Credit Opportunities:

1. You can make up some of the points you miss if you are absent on the day of a quiz by writing a one-page excuse. Explain why you missed class. Lie to me. Make it an interesting story. (10 points—may be done one time)

2. Write a one-page fairy tale. Tell me a story about a great adventure. Make me laugh. (10 points—may be done one time)

3. In addition to your two required visits, visit the Writing Center and work with a tutor for at least 30 minutes. You can only visit the Writing Center for extra credit once per week. (10 points—may be repeated five times)

4. Check an item out of the University Library and bring it to class (visit the library to see which items are acceptable to check out). (5 points—may be done one time)

5. Use a library database to find a journal article. Print the first page of the journal article and bring it to class. (5 points—may be done one time)
**Calendar**

**Week One**

**Tuesday, January 6**

In Class: Introductions, Syllabus, and Canvas

Due Today: Nothing!

Homework: Read syllabus, purchase course books

**Wednesday, January 7**

In Class: MLA, *Learning Curve*, Paragraph Structure and Descriptive Paper Assigned

Due Today: Course book check

Homework: Read syllabus, login to *Learning Curve*; Work on Descriptive Draft

**Thursday, January 8**

In Class: Syllabus Quiz

Due Today: Descriptive paragraph draft

Homework: Final draft of Descriptive Paper due Monday; Read *Real Skills*, pages 81-99; Start *Learning Curve*: Nouns and Pronouns; Verbs, Adjectives, and Adverbs; and Prepositions and Conjunctions
Week Two

Monday, January 12

In Class: Plagiarism

Due Today: Descriptive Paper Final Draft

Homework: Work on Learning Curve Assignments; Reading Log 1; Read “A Plague of Tics” by David Sedaris (50 Essays, pages 360-373)

Tuesday, January 13

In Class: Narrative Paper, Grammar Review

Due Today: Learning Curve: Nouns and Pronouns; Verbs, Adjectives, and Adverbs; and Prepositions and Conjunctions

Homework: Reading Log 1, Draft of Narrative Paper

Wednesday, January 14

Meet in the Writing Center (Library 190-C)

In Class: Meet the Tutors, Reading Discussion

Due Today: Reading Log 1

Homework: Draft of Narrative Paper

Thursday, January 15

In Class: Peer Review Narrative

Due Today: Draft of Narrative Paper

Homework: Final Draft of Narrative due Tuesday; Read Real Skills, pages 100-111; Learning Curve: Fragments
Week Three

Monday, January 19 (HOLIDAY! MLK DAY! NO CLASS!)

Tuesday, January 20

In Class: Sentence Types

Due Today: Final Draft of Narrative; Learning Curve: Fragments

Homework: Reading Log 2; Read “On Being a Cripple” by Nancy Mairs (50 Essays, pages 259-272)

Wednesday, January 21

Meet in the Writing Center (Library 190-C)

In Class: Reading Discussion

Due Today: Reading Log 2

Homework: None!

Thursday, January 22

In Class: Citations

Due Today: Nothing!

Homework: Works Cited Entry; Start Learning Curve: Run-Ons and Comma Splices
Week Four

Monday, January 26

In Class: Rhetorical Analysis

Due Today: Works Cited Entry

Homework: *Learning Curve*: Run-Ons and Comma Splices; Reading Log 3; Read “On Dumpster Diving” by Lars Eighner (*50 Essays*, pages 138-151)

Tuesday, January 27

In Class: Grammar Review, Essay Structure

Due Today: *Learning Curve*: Run-Ons and Comma Splices

Homework: Reading Log 3; Read “On Dumpster Diving” by Lars Eighner (*50 Essays*, pages 139-151)

Wednesday, January 28

Meet in the Writing Center (Library 190-C)

In Class: Reading Discussion

Due Today: Reading Log 3

Homework: Draft of Rhetorical Analysis

Thursday, January 29

In Class: Rhetorical Analysis Practice

Due Today: Nothing!

Homework: Draft of Rhetorical Analysis; Read *Real Skills*, pages 119-132; *Learning Curve*: Subject-Verb Agreement
Week Five

Monday, February 2

In Class: Midterm Review

Due Today: Draft of Rhetorical Essay; Learning Curve: Subject-Verb Agreement; Journals

Homework: Study for Midterm Assessment

Tuesday, February 3

In Class: Midterm

Due Today: Midterm

Homework: Reading Log 4; Read “The Joy of Reading and Writing: Superman and Me” by Sherman Alexie (50 Essays, pages 15-19); Work on Draft of Rhetorical Analysis Paper

Wednesday, February 4

Meet in the Writing Center (Library 190-C)

In Class: Reading Discussion

Due Today: Reading Log 4

Homework: Work on Draft of Rhetorical Analysis Paper

Thursday, February 5

In Class: Peer Review

Due Today: Second Draft of Rhetorical Analysis Paper (must be significantly improved)

Homework: Read Real Skills, pages 133-161; Learning Curve: Verbs, Active and Passive Voice
**Week Six**

**Monday, February 9**

In Class: Essay Structure: Categorization Essay Assigned

Due Today: Final Rhetorical Analysis Paper

Homework: *Learning Curve*: Verbs, Active and Passive Voice; Reading Log 5; Read “Mother Tongue” by Amy Tan (*50 Essays*, pages 417-423)

**Tuesday, February 10**

In Class: Grammar

Due Today: *Learning Curve*: Verbs, Active and Passive Voice

Homework: Reading Log 5

**Wednesday, February 11**

**Meet in the Writing Center (Library 190-C)**

In Class: Reading Discussion

Due Today: Reading Log 5

Homework: Categories for Paper

**Thursday, February 12**

In Class: Categorization Practice

Due Today: Nothing!

Homework: Read *Real Skills*, pages 162-192; *Learning Curve*: Pronoun-Antecedent Agreement and Parallelism
Week Seven

Monday, February 16  PRESIDENT’S DAY! HOLIDAY!  NO CLASS!

Tuesday, February 17

In Class: Grammar

Due Today: Learning Curve: Pronoun-Noun Antecedent Agreement and Parallelism

Homework: Read “The Ways We Lie” by Stephanie Ericsson (50 Essays, pages 159-168); Reading Log 6

Wednesday, February 18

Meet in the Writing Center (Library 190-C)

In Class: Reading Discussion

Due Today: Reading Log 6

Homework: Draft of Categorization Essay

Thursday, February 19

In Class: Peer Review

Due Today: Draft of Categorization Essay

Homework: Categorization Essay; Read Real Skills, pages 212-220; Learning Curve: Commas
Week Eight

Monday, February 23

In Class: Compare-Contrast Essay Assigned

Due Today: Final Draft of Categorization Essay

Homework: Learning Curve: Commas; Compare-Contrast Outline

Tuesday, February 24

In Class: Commas

Due Today: Learning Curve: Commas

Homework: Read “Just Walk on By: Black Men and Public Space” by Brent Staples (50 Essays, pages 394-398); Reading Log 7; Compare/Contrast Outline

Wednesday, February 25

Meet in the Writing Center (Library 190-C)

In Class: Reading Discussion

Due Today: Reading Log 7

Homework: Compare/Contrast Outline

Thursday, February 26

In Class: Compare-Contrast Practice

Due Today: Compare-Contrast Outline

Homework: Read Real Skills, pages 221-233; Learning Curve: Capitalization, Apostrophes; Work on Compare-Contrast Draft
**Week Nine**

**Monday, March 2**

In Class: MLA Review/Plagiarism

Due Today: Nothing!

Homework: *Learning Curve*: Capitalization, Apostrophes; Compare-Contrast Draft

**Tuesday, March 3**

In Class: Grammar

Due Today: *Learning Curve*: Capitalization, Apostrophes

Homework: Reading Log 8; Read “Two Ways to Belong in America” by Bharati Mukherjee (*50 Essays*, Pages 290-294); Compare-Contrast Draft

**Wednesday, March 4**

Meet in the Writing Center (Library 190-C)

In Class: Reading Discussion

Due Today: Reading Log 8

Homework: Compare-Contrast Draft

**Thursday, March 5**

In Class: Peer Review

Due Today: First Draft of Compare-Contrast Essay

Homework: Second Draft of Compare-Contrast Essay
Week Ten

Monday, March 9

In Class: Grammar Review

Due Today: Nothing!

Homework: Second Draft of Compare-Contrast Essay

Tuesday, March 10

In Class: Peer Review

Due Today: Second Draft of Compare-Contrast Essay

Homework: Reading Log 9; Read “Reading to Write” by Stephen King (50 Essays, pages 221-226); Final Draft of Compare-Contrast Essay

Wednesday, March 11

Meet in the Writing Center (Library 190-C)

In Class: Reading Discussion

Due Today: Reading Log 9

Homework: Final Draft of Compare-Contrast Essay

Thursday, March 12

In Class: Final Review/Practice

Due Today: Final Draft of Compare-Contrast Essay (no late papers accepted. You will not pass ENG 100T if you do not submit a Compare-Contrast Essay); Journals (no late journals accepted); All Extra Credit

Homework: Study for Final Exam

Finals Week

Final Assessment: TBA